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ASSIGNMENT BOOKLET 2A

Grade One Thematic
Module 2A: Days 1 to 9

Home Instructor's Comments and Questions

FOR SCHOOL USE ONLY

Assigned Teacher:

Date Assignment Received:

Grading:

Additional Information:

FOR HOME INSTRUCTOR USE

(if label is missing or incorrect)

Student File Number:

Date Submitted:

Apply Module Label Here

Name

Address

Postal Code

Please verify that preprinted label is for
correct course and module.

Teacher's Comments

Teacher's Signature

Home Instructor: Keep this sheet when it is returned to you as a record of the student's progress.

INSTRUCTIONS FOR SENDING IN THIS DISTANCE LEARNING ASSIGNMENT BOOKLET

When you register for distance learning courses, you are expected to send in Assignment Booklets for corrections regularly. Try to send each Assignment Booklet as soon as you have completed it. Before sending your Assignment Booklet, please check the following:

- Are all the assignments completed? If not, explain why.
- Has your work been reread to be sure the spelling and details are correct?
- Is the record form filled out and the correct module label attached?

MAILING

1. Postage Regulations

Do **not** enclose letters with Assignment Booklets.

Send all letters in a separate envelope.

2. Postage Rates

Take your Assignment Booklet to the post office and have it weighed. Attach enough postage and seal the envelope. Assignment Booklets will travel faster if correct postage is used and if they are in large envelopes that are no more than two centimetres thick.

FAXING

1. Assignment Booklets may be faxed. Contact your teacher for the fax number.
2. All faxing costs are the responsibility of the sender.

E-MAILING

Assignment Booklets may be e-mailed. Contact your teacher for the e-mail address.

Grade One

Thematic Module 2A



Assignment Booklet 2A

This product is the result of a joint venture with the following contributors:



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OPEN
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Grade One Thematic
Module 2A: Imagine That!
Assignment Booklet 2A
Learning Technologies Branch
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This document is intended for	
Students	✓
Teachers	✓
Administrators	
Home Instructors	✓
General Public	
Other	



You may find the following Internet sites useful:

- Alberta Learning, <http://www.learning.gov.ab.ca>
- Learning Technologies Branch, <http://www.learning.gov.ab.ca/ltb>
- Learning Resources Centre, <http://www.lrc.learning.gov.ab.ca>

The use of the Internet is optional. Exploring the electronic information superhighway can be educational and entertaining. However, be aware that these computer networks are not censored. Students may unintentionally or purposely find articles on the Internet that may be offensive or inappropriate. As well, the sources of information are not always cited and the content may not be accurate. Therefore, students may wish to confirm facts with a second source.

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Grade One Thematic Assignment Booklet 2A

Learning Tasks

Nine thematic modules and the accompanying Assignment Booklets have been designed to involve your student in learning tasks that are personally relevant, open-ended, and challenging.

Reporting Student Progress

A range of assessment tools (for example, activity samples, journal entries, audiocassettes, self-evaluation, and learning logs) will help you gather information on your student's ability to understand and apply curriculum skills and concepts. Through written comments and conversations, the teacher will provide an evaluation of your student as a developing learner. In addition, a subject grade will relate your student's performance to curriculum standards.

Have the student work carefully. If your student is having difficulty, reread the appropriate teaching information and then have the child review the activity.

Directions for Home Instructor and Student

Directions in this Assignment Booklet are generally written for you to read with the student. For certain assignments, home instructor directions are also required. Text for **you** is in one type style. Text for **you and the student** is in a different type style and will be indented. See the example that follows.

Text for you and the student
will appear like this.

Text for you
will appear like this.

Grade One Thematic

Assignment Booklet 1A

Day 6: Choice 1

Printing Tt

Trace over the first dotted T or t in each line. Then complete the lines that follow.

Instruct your student to use the arrows and numbers as guidelines for direction and sequence.

upstairs
main floor
basement

2

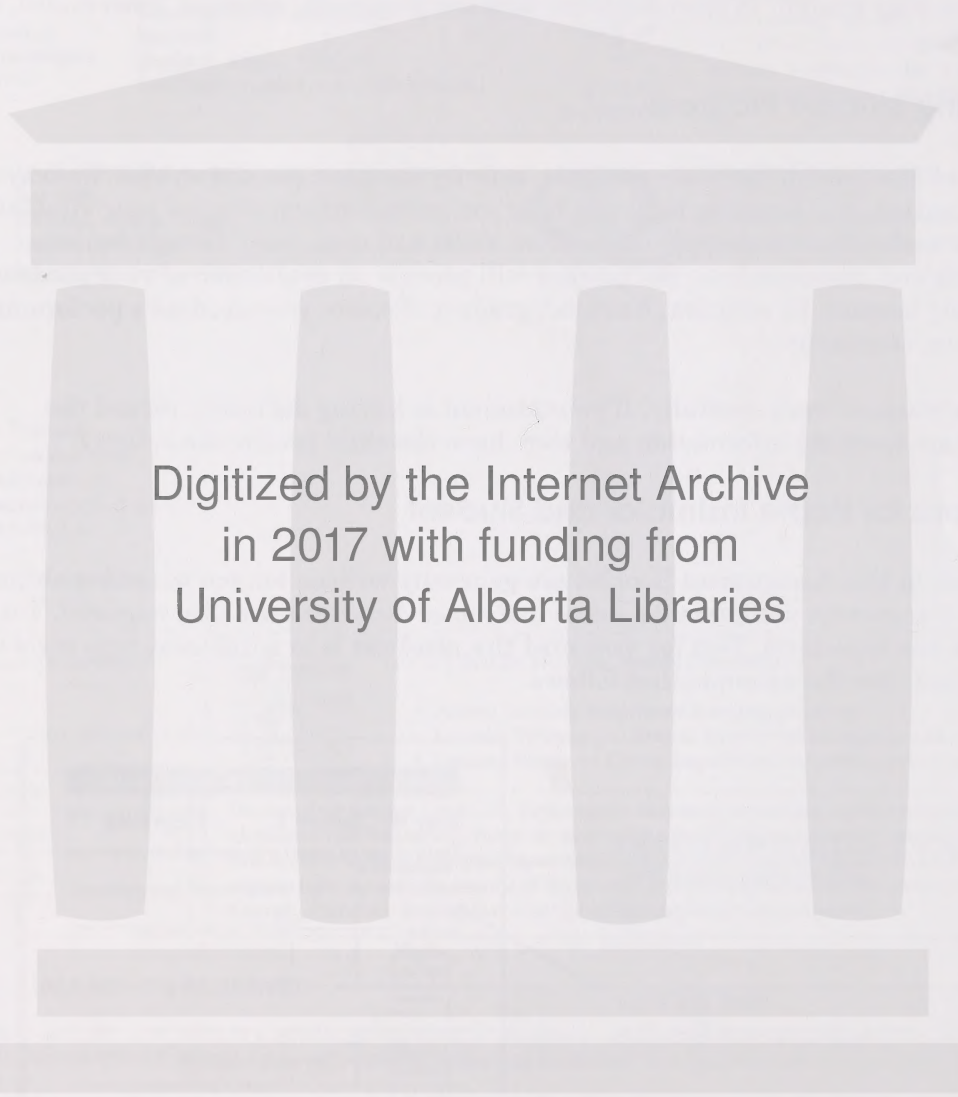
1

upstairs
main floor
basement

2

1

16

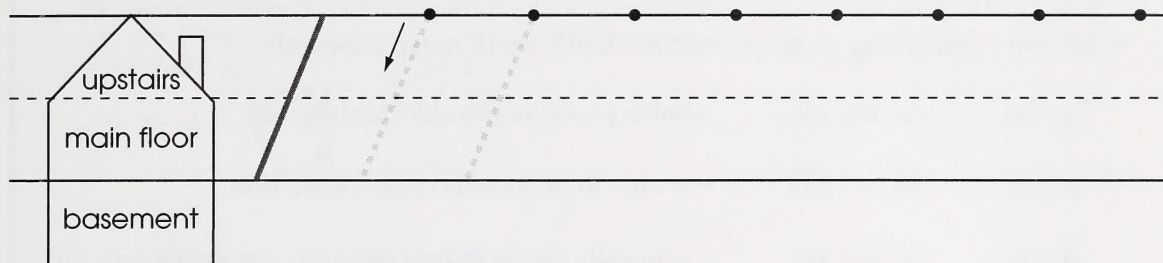


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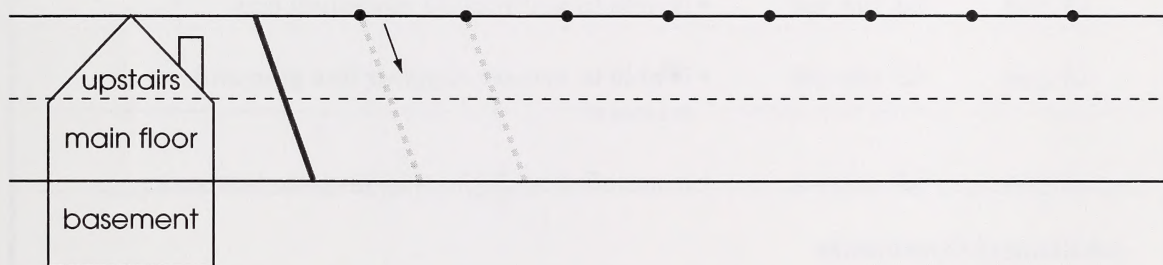
Day 1

Printing A

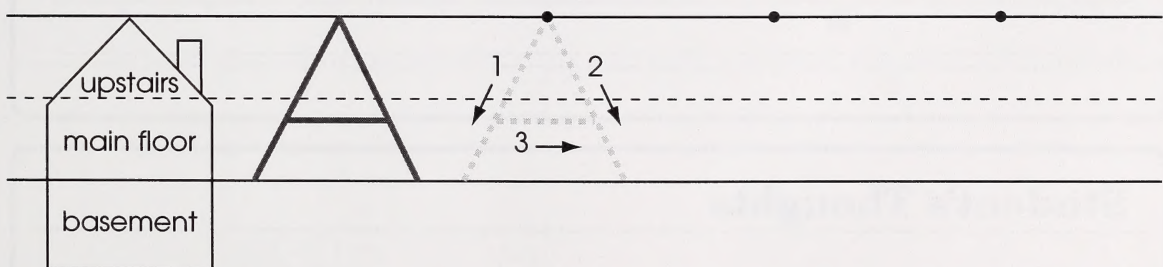
Start at the top, and draw slanted lines to the left.



Start at the top, and draw slanted lines to the right.



Trace over the first dotted **A**, and then complete the lines that follow.



Day 1

Learning Log

Home Instructor's Comments

What have you observed about your student's small muscle control?

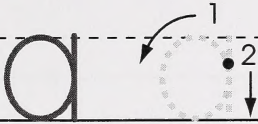
- | | | |
|------------------------------|----------------------------------|---|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • holds pencil in a comfortable grasp |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • is able to print letters on a base line |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • generally forms letters correctly, for example, starts A at the top |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • is able to manipulate modelling clay |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • is able to use art supplies like glue and scissors |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • is satisfied with the way projects turn out |

Additional Comments

Student's Thoughts

Day 2**Printing a**

Trace over each dotted **a**, and complete the lines that follow.



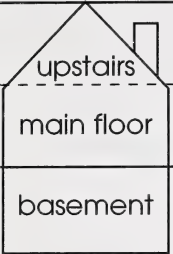
Day 3**Spelling Pre-Test**

Print one spelling word on each line below.

Day 4

Words That Rhyme

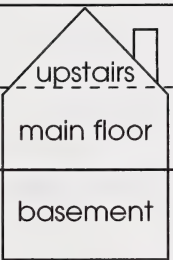
Trace over each dotted letter. Then complete the lines that follow.



upstairs
main floor
basement

a

1
2



upstairs
main floor
basement

t

2
1

a

t

1
2
1

Trace over each dotted word. Then print two other words that rhyme with it.

mat

hat

Day 4

Rhyming Checklist

Test the student's ability to recognize rhymes by completing the checklist as follows:

- Say each word pair, one at a time.
- Ask the student to listen and say whether or not the words rhyme.
- Place a check mark (✓) beside each pair that the student correctly identifies as rhyming or not rhyming.
- Record the total out of 15 at the bottom of the page.

☐ 1. dad sad

☐ 9. cow bird

☐ 2. set get

☐ 10. flower power

☐ 3. had bed

☐ 11. me see

☐ 4. cook bee

☐ 12. game can

☐ 5. eat seat

☐ 13. want went

☐ 6. farm car

☐ 14. joy boy

☐ 7. been seen

☐ 15. moon soon

☐ 8. come mom

Total: _____
15

Day 4

Learning Log

Home Instructor's Comments

What have you observed about your student's ability to recognize and use rhymes?

- | | | |
|------------------------------|----------------------------------|--|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • can identify spoken rhymes |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • repeats rhyming verses, poems, and songs |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • can identify rhymes in written text |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • can provide words that rhyme with a given word |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • is able to use rhyme in writing activities |

Additional Comments

Student's Thoughts

Day 5**Printing Sentences**

Trace over each dotted word to complete the sentences.
Then read each sentence aloud.

The cat sat

on the mat.

Ann had an

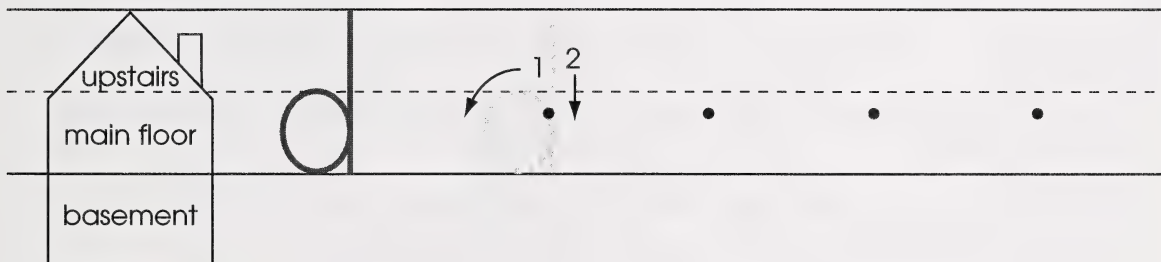
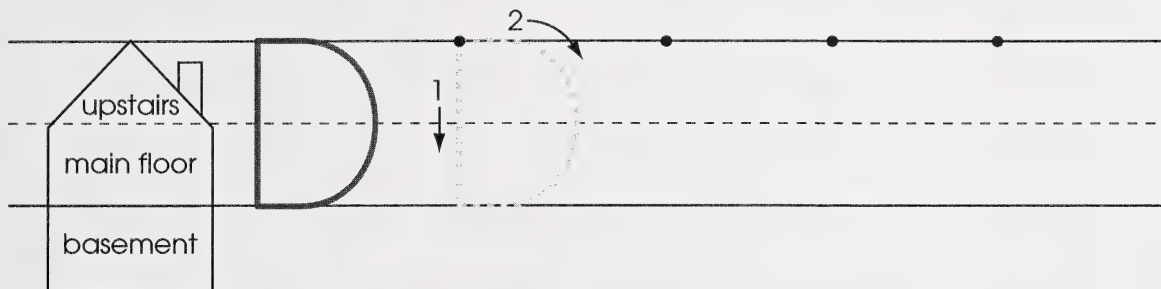
apple.

Day 6

Printing Dd

Trace over each dotted letter, and then complete each line.

Use each example to fill the line with letters.



Day 6

Learning Log

Home Instructor's Comments

What have you observed about your student's confidence and developing skill in speaking?

- | | | |
|------------------------------|----------------------------------|--|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • produces speech that is easily understood |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • participates actively in discussions |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • is enthusiastic about recording speech on tape |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • is able to tell thoughts in a logical manner |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • asks questions to understand words and ideas |

Did you find that your student's speaking ability is different when speaking into the tape recorder?

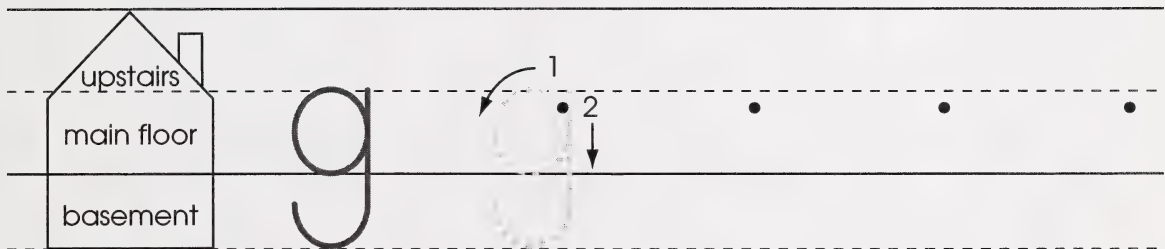
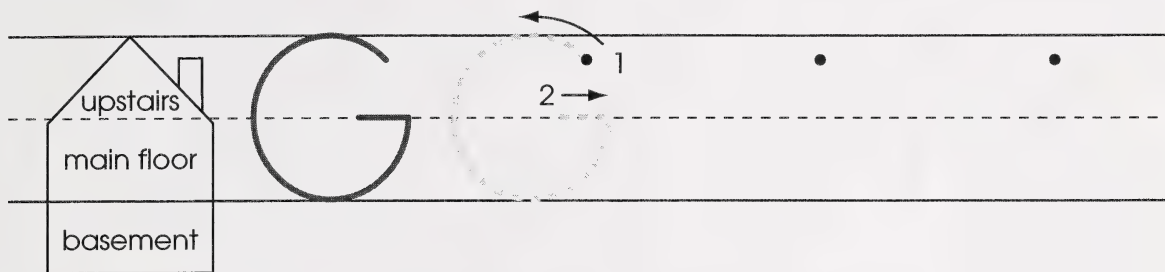
Student's Thoughts

Tell your teacher what you thought about talking on the tape.

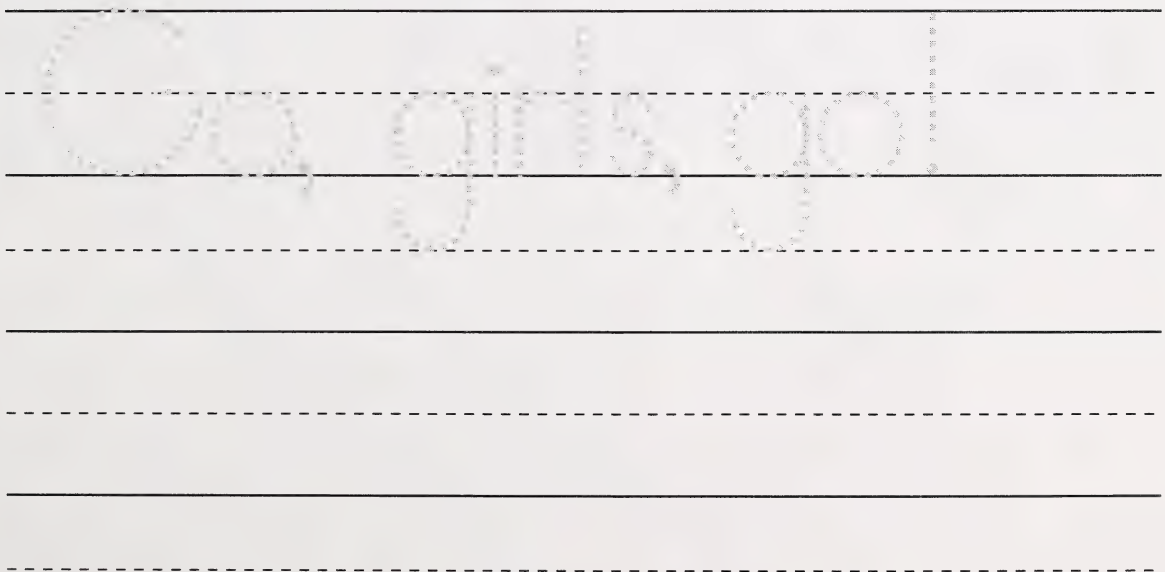
Day 7

Printing Gg

Trace over each dotted letter, and complete the lines below.



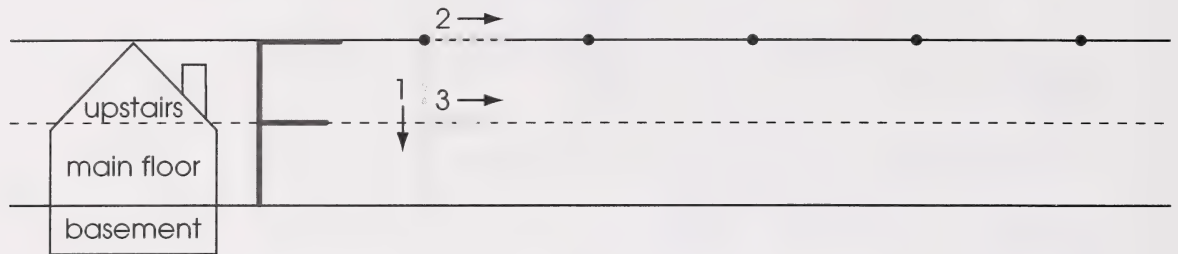
Trace over and copy this sentence on the line below it.



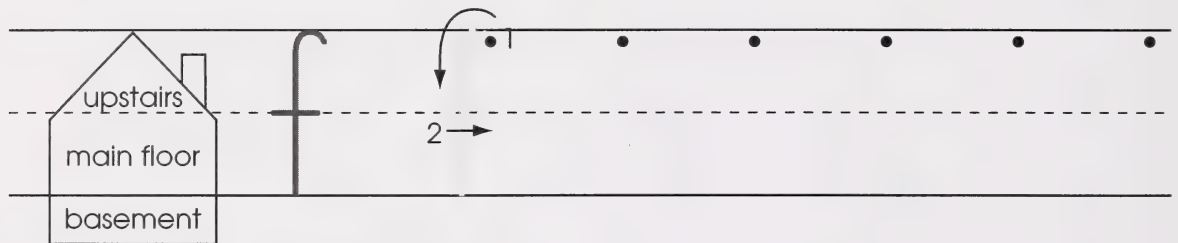
Day 8

Reviewing Ff and Jj

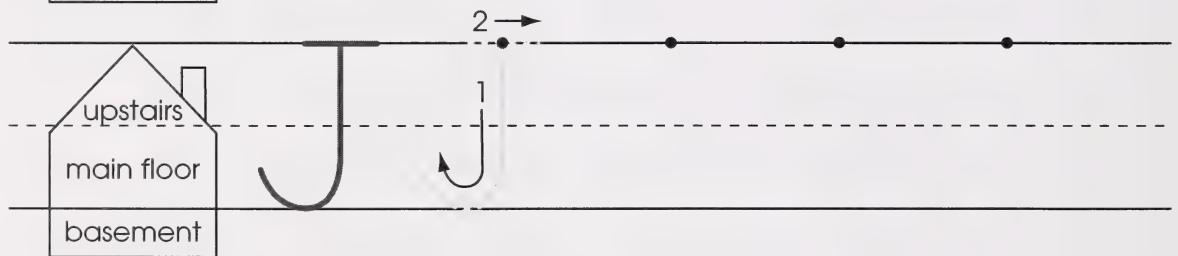
Trace over each dotted letter, and then complete each line.



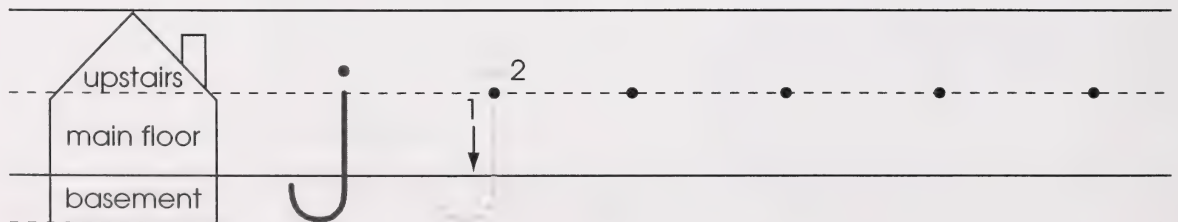
Handwriting practice for uppercase F. A house icon on the left is divided into three horizontal sections: "upstairs" (top), "main floor" (middle), and "basement" (bottom). To the right of the house is a large uppercase F. The F is formed by a vertical line from the top line to the bottom line, and two horizontal lines: one at the top line and one at the dashed middle line. Numbered arrows show the stroke order: 1 (vertical line down), 2 (top horizontal line right), and 3 (middle horizontal line right). To the right of the F are four dotted uppercase F's for tracing, each with numbered arrows indicating stroke order.



Handwriting practice for lowercase f. A house icon on the left is divided into three horizontal sections: "upstairs" (top), "main floor" (middle), and "basement" (bottom). To the right of the house is a large lowercase f. The f is formed by a vertical line from the dashed middle line to the bottom line, and a horizontal line at the dashed middle line. Numbered arrows show the stroke order: 1 (vertical line down), and 2 (horizontal line right). To the right of the f are four dotted lowercase f's for tracing, each with numbered arrows indicating stroke order.



Handwriting practice for uppercase J. A house icon on the left is divided into three horizontal sections: "upstairs" (top), "main floor" (middle), and "basement" (bottom). To the right of the house is a large uppercase J. The J is formed by a vertical line from the top line to the bottom line, and a curved line at the bottom. Numbered arrows show the stroke order: 1 (vertical line down), and 2 (curved line). To the right of the J are four dotted uppercase J's for tracing, each with numbered arrows indicating stroke order.



Handwriting practice for lowercase j. A house icon on the left is divided into three horizontal sections: "upstairs" (top), "main floor" (middle), and "basement" (bottom). To the right of the house is a large lowercase j. The j is formed by a vertical line from the dashed middle line to the bottom line, and a curved line at the bottom. Numbered arrows show the stroke order: 1 (vertical line down), and 2 (curved line). To the right of the j are four dotted lowercase j's for tracing, each with numbered arrows indicating stroke order.

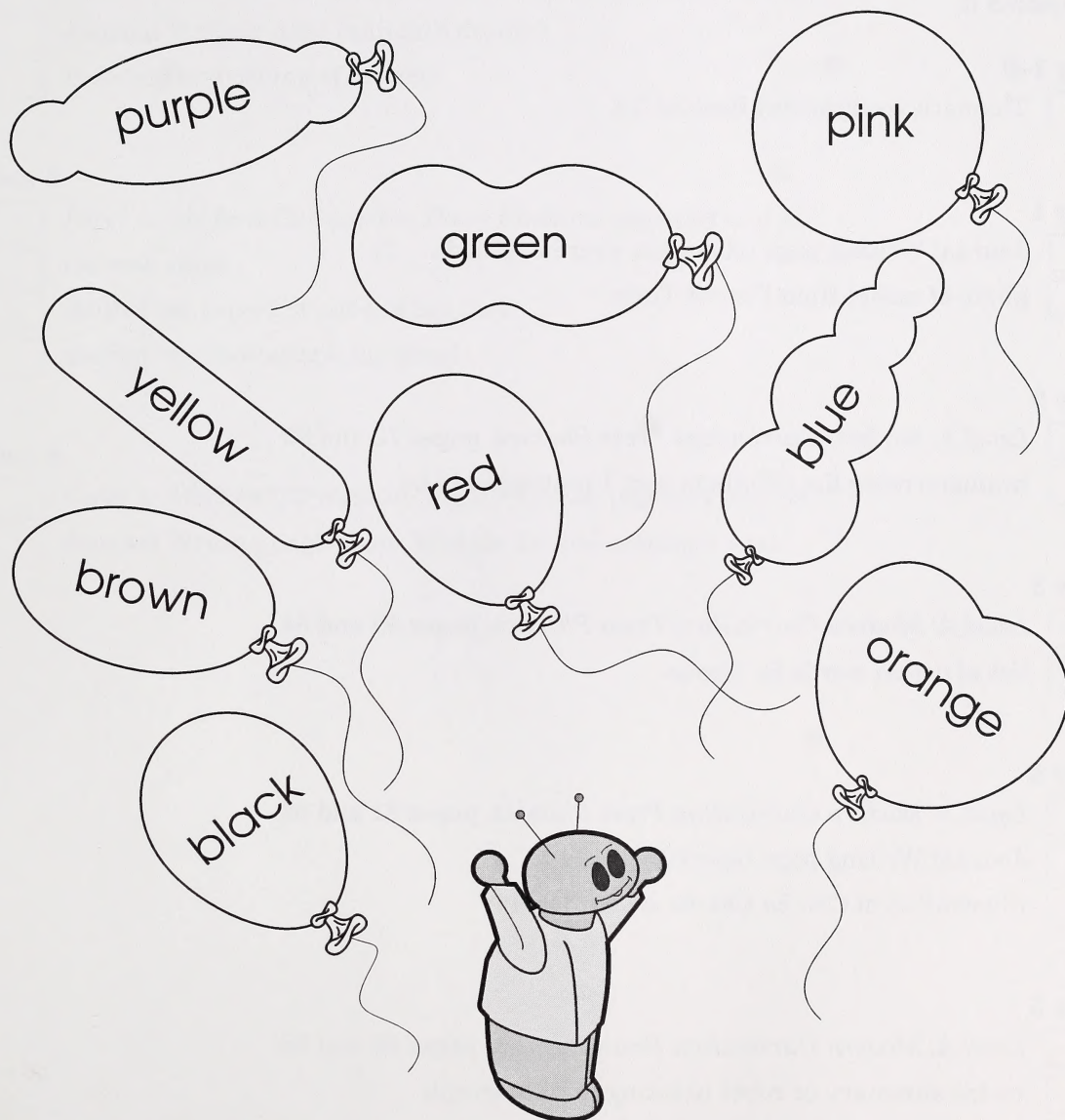
Day 8

Cat Shape



Day 9**Colour the Balloons**

Colour each balloon according to its label.



Grade One Thematic Assignment Booklet 2A Module 2A: Imagine That! Student Folder Items

Indicate with a check mark (✓) that your student has completed the items listed below. Then submit each item to the student's teacher for marking at the time the teacher has requested it.

Day 1–9

☐

Thematic Assignment Booklet 2A

Day 1

☐

Journal Writing page (Have you ever imagined . . . ?)

☐

photo of model from Project Time

Day 2

☐

Level A: Modern Curriculum Press Phonics, pages 79 and 80

☐

brainstorming list (While in bed, I pretended to be _____.)

Day 3

☐

Level A: Modern Curriculum Press Phonics, pages 83 and 84

☐

list of action words for leaves

Day 4

☐

Level A: Modern Curriculum Press Phonics, pages 81 and 82

☐

Journal Writing page (special place)

☐

illustration of *Chicka Chicka Boom Boom*

Day 5

☐

Level A: Modern Curriculum Press Phonics, pages 85 and 86

☐

recipe summary or robot painting or photograph

Day 6

- ☐ *Level A: Modern Curriculum Press Phonics*, pages 37 and 38
- ☐ Inventions booklet
- ☐ oral presentation on audiocassette or videocassette

Day 7

- ☐ *Level A: Modern Curriculum Press Phonics*, pages 31 and 32
- ☐ Journal Writing page (animal's dream)
- ☐ painting or drawing of dreams

Day 8

- ☐ *Level A: Modern Curriculum Press Phonics*, pages 33 and 34
- ☐ cat web chart
- ☐ stuffed cat report or cat sewing card
- ☐ stuffed cat photograph (optional)

Day 9

- ☐ *Level A: Modern Curriculum Press Phonics*, pages 87 and 88
- ☐ Journal Writing page about Module 2A and setting a goal

UNIT 1: THE HISTORY OF THE UNITED STATES

Page 1: Introduction to the history of the United States. The first settlers arrived in the 17th century, followed by the British in the 18th century. The American Revolution began in 1775, leading to the formation of the United States in 1776. The country grew rapidly in the 19th century, with the discovery of gold in California and the expansion of the railroad. The Civil War (1861-1865) was a major conflict over slavery, which ended with the Emancipation Proclamation in 1863. The 20th century saw the rise of the United States as a world superpower, with the New Deal in the 1930s and the Cold War in the 1940s and 1950s. The Vietnam War (1955-1975) was a major conflict in the 20th century, which ended with the fall of Saigon in 1975. The 21st century has seen the United States continue to be a major world power, with the 9/11 attacks in 2001 and the War on Terror in the 2000s.

Page 2: The early years of the United States. The first settlers arrived in the 17th century, followed by the British in the 18th century. The American Revolution began in 1775, leading to the formation of the United States in 1776. The country grew rapidly in the 19th century, with the discovery of gold in California and the expansion of the railroad. The Civil War (1861-1865) was a major conflict over slavery, which ended with the Emancipation Proclamation in 1863. The 20th century saw the rise of the United States as a world superpower, with the New Deal in the 1930s and the Cold War in the 1940s and 1950s. The Vietnam War (1955-1975) was a major conflict in the 20th century, which ended with the fall of Saigon in 1975. The 21st century has seen the United States continue to be a major world power, with the 9/11 attacks in 2001 and the War on Terror in the 2000s.

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